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This is the third of a series of articles dealing with progress in implementing the "Framework for Public Education in California."

Since the "Framework" is a body of general principles covering the entire range of public education, it must be reinterpreted in the form of specific action programs for different levels and different fields of specialization. These articles show how the "Framework" is being put to practical use in specific situations.

HOW ADULT EDUCATION IMPLEMENTS THE "FRAMEWORK FOR PUBLIC EDUCATION"

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The purposes of education in California as defined in the Framework¹ are essentially the same for adults as for children and youth. The goals of civic responsibility, realization of individual capacities, effective human relationships, and economic efficiency are applicable at every age and educational level of our people. There are, however, certain immediate responsibilities of adults that differ from those of youth and children. These responsibilities are enumerated in the *Handbook on Adult Education in California* as follows:

1. Adults have the responsibility for carrying on all the functions of government, including voting, holding office, and other functions of citizenship.
2. Adults have the responsibility of maintaining economic stability as it relates to themselves, their families, and their communities.
3. Adults have the responsibility of parenthood and of maintaining well-adjusted home and family life.
4. Adults have the responsibility of providing the social, cultural, and spiritual environment for the present and future generations.²

These are in the main the future responsibilities of children and youth—they are the present responsibilities of adults. To help adults meet them is the role of public adult education. There is an urgency and an immediacy about the task—the problems that adults face must be solved now.

¹ *A Framework for Public Education in California*, Bulletin of the California State Department of Education, Vol. XIX, No. 6, prepared by the California Framework Committee, a Committee Appointed by the Superintendent of Public Instruction at the Request of the State Curriculum Commission. Sacramento 14, California: State Department of Education, November, 1950.

² George C. Mann, *Handbook on Adult Education in California*. Bulletin of the California State Department of Education, Vol. XVIII, No. 4, May, 1949, p. 13.

Curriculum offerings must be developed with this in mind; teaching methods and materials must be gauged to adult interests and needs; the approach, the student activities, and the evaluation procedures must be at the adult level.

California's adult education program is young—only about thirty years old as an integral and important part of the public school system—yet in these years it has made much progress toward meeting educational needs of adults. The enrollment last year in classes for adults of more than 900,000 different individuals is in itself substantial proof of the value of the program.

The following paragraphs present a brief sketch of some of the ways in which the Framework is being implemented by adult education.

VOCATIONAL ADULT EDUCATION

"Much greater emphasis should be placed upon the needs of adults for vocational guidance and training."¹ This quotation from the Framework is a recognition of the importance of this area of adult education. That administrators of adult education are aware of this need is shown by the fact that vocational courses for adults are more numerous than any others offered in the 14 major fields of the California program. Classes in large variety are conducted in trades and industrial occupations, agriculture, and business, including distributive occupations. In several business and industrial centers, school districts have organized this part of their program in evening high schools or in evening junior colleges that specialize in training for business and industry. Federal reimbursement has been an important factor in the development of this program, but a substantial number of the classes are carried on without federal aid.

Vocational training for employment in war production industries was a vital factor in the mobilization of the nation for World War II. To meet the needs of national defense, the adult education programs in industrial centers are again being organized to train workers for employment in airplane and other defense-industry plants.

A trend toward greater emphasis on the training of executive and supervisory personnel is evident in all areas of vocational education for adults. The training of public employees is another field of vocational education for adults that is growing rapidly. Classes are conducted in government accounting, engineering, government correspondence, office procedures and management, food handling and sanitation, and training programs are maintained for peace officers and firemen.

Vocational guidance for adults is a service that is being provided in increasing frequency by the public schools. Several of the guidance centers in public secondary schools that were set up for veterans after the close of World War II are now open to civilians. San Francisco, Los

¹ *A Framework for Public Education in California*, p. 15.

Angeles, and other urban centers offer this service in connection with their programs of adult education.

Veterans' training programs have stimulated the development of vocational adult education, especially in the field of agriculture. At present there are 132 "institutional-on-farm training" programs in the state for veterans.

Classes for apprentices, offering related instruction for workers in the skilled trades, are conducted in all of the industrial centers of the state. A wide range of vocational and consumer needs is met by special adult education programs carried on in co-operation with industrial organizations. A notable example of this type of education is the training programs for employees in the dairy industry. Classes in both the production and distribution phases of the industry are offered in a number of districts.

GENERAL EDUCATION FOR ADULTS

The second largest group of classes for adults may be included in the category of general adult education. This area embraces many of the usual school subjects such as English, mathematics, history, languages, literature, public speaking, science, and psychology. Adults enroll in such classes to make up educational shortages or because they are interested in developing their capacities as individuals. Except in courses carrying high school or junior college credit, the classes are not graded according to the traditional plan followed in schools for children and youth. In difficulty the subject content ranges from elementary to collegiate level.

Substantial numbers of adult students, especially veterans, are working for high school diplomas. Modern business and industry generally specify graduation from high school as a requirement for positions above the grade of unskilled. To qualify for such jobs, thousands of adults each year proudly don cap and gown and receive their high school diplomas. Eleven hundred seventy-three adults in Los Angeles City high school district alone received high school diplomas last year. Of these, 783 were men.

In this area of general education are offered a large number of courses designed to increase the general information and culture of adults. There may be no utilitarian motive whatsoever on the part of the students—simply the desire to know and understand more about the world and the era in which we live. The adult education program at San Jose is recognized not only in California but throughout the United States and abroad for its emphasis on courses designed to raise the level of information, intelligence, and culture of adults of the community. The current offerings cover a wide range of classes, such as discussion courses in Government and Community Life, The Great Books, The Universe of Human Thought, International Relations, History, Geography, Economics, Art, Science, and Psychology.

PARENT AND HOMEMAKING EDUCATION

One of the major objectives of education as expressed in the Framework is that of developing the knowledge, understandings, and skills required for successful home and family life. The adult education program of California is making a substantial contribution toward the achievement of this goal. One-fifth of the classes offered are related to parenthood and homemaking, and approximately one-fifth of adult students in the state are enrolled in these classes.

Parent education is carried on in a variety of classes and activities. Classes in the emotional and physical development of children, classes for expectant parents, "well baby" conferences, parent nursery schools, and lecture series on family life problems provide excellent training for young mothers and fathers in most of the urban centers of the state. The public schools of Berkeley, which pioneered this field many years ago, still maintain one of the outstanding programs. The last few years have witnessed a substantial increase in the number of lectures series for parent education in which competent authorities on parent-child relationships are brought to the adult community. Last year more than half of the lectures in schools for adults on subjects other than public affairs were for parent education.

Homemaking education as carried on in schools for adults embraces study of foods, clothing, consumer problems, interior decoration, home planning and building, upholstery, home gardening, and crafts for the home. Interest is so keen in many of these courses that the existing classes are full and waiting lists must be set up for adults who cannot be immediately enrolled.

SOCIAL-CIVIC EDUCATION

One of the major responsibilities of the public school is to offer each individual the opportunity to understand and appreciate what democracy means to us as a people and to him as an individual. . . .

Through opportunities provided in adult education programs, adults can continue to develop the understandings and skills necessary to good citizenship as they study and work together in the school, in the community, and beyond.¹

These sentences from the Framework express clearly and succinctly the goal which is explicit in a substantial segment of the adult education offerings and implicit in the entire program. Only about 15 per cent of the program comes within the specific field of social-civic education, but all of the adult-education program tends to instill and develop in adult enrollees the spirit of co-operation, intercultural friendliness, respect for individual rights and personality, and democratic participation in discussion and community life.

¹ *Ibid.*, p. 10.

California has a special educational problem arising from the presence in its population of large numbers of persons of foreign birth and of native-born adults of low literacy. For each of these groups appropriate classes are provided which are designed to adjust their members to take their places in the community as workers and citizens. The problem of getting many of these adults enrolled in classes has not yet been fully solved.

For the more literate members of the community, forums, lectures, and discussion groups provide valuable opportunities to increase their civic competence. Last year more than one hundred thousand adults participated in forums, lectures, and classes devoted to public affairs.

Civilian defense classes constitute an important area of adult education. Working in close co-operation with the State Office of Civil Defense, administrators of schools for adults are offering classes in first aid, home nursing, radiological warfare defense, and auxiliary fire and police training. The promptness with which these classes have been organized at the request of Civil Defense authorities is evidence of the responsiveness and elasticity of the adult education program.

Workers' education, a neglected area of social-civic education, has made promising beginnings in San Francisco, San Jose, and Los Angeles, and in Contra Costa Junior College.

HEALTH AND PHYSICAL EDUCATION

About seven per cent of the enrollment in classes for adults is in courses devoted to health, hygiene, and physical education. Courses in health and hygiene provide basic information on the many phases of healthful living. Physical education classes emphasize physical conditioning and training for activities in which adults may improve their use of leisure time. An incidental outcome of these classes is the development of a friendly and wholesome community spirit resulting from the coming together of individuals who belong to different social and economic groups.

A recent development that is chiefly in the field of health is the establishment of classes and lecture series for the older adults of the community. In Los Angeles, schools for adults have offered a fairly comprehensive program in geriatrics and gerontology that has proved very popular. Many prominent physicians, psychiatrists, and psychologists are taking time from their busy schedules to participate in this program as lecturers and discussion leaders. Other school districts are organizing similar classes adapted to the special needs of their "senior citizens."

CRAFTS AND FINE ARTS

Development of human personality through creative crafts and fine arts is always included in any listing of major educational goals. Adult education programs in California provide opportunity for this development in classes in ceramics, leather work, art metal work, jewelry making,

drawing, painting, sculpture, and music. Distinguished craftsmen, artists, and musicians of many communities serve as teachers and leaders in these subjects.

These classes have values from both the individual and the group point of view. They contribute to the individual's happiness and adjustment and increase his capacity to create and enjoy beauty. They encourage the growth in the community of groups that carry on art projects and support art organizations. California is known throughout the nation for its high level of achievement in crafts and fine arts. Our community art associations, art galleries, musical festivals, and state and county fair exhibitions are evidence of our achievements in the arts. Public adult education through its services has made a substantial contribution to these achievements.

TRAINING TEACHERS FOR ADULT EDUCATION

The role of the teacher in education is the subject of one entire section of the Framework.¹ The selection, guidance, and training of teachers of adults is a major responsibility in the administration of the adult education program. The variety of backgrounds and experiences in every class of adult students necessitates a broader background of theory and experience in the teacher than is generally required in high school and college teaching. Unless the teacher of adults is a superior instructor his students will fail to attend.

Administrators of adult education programs are fortunate in being able to utilize able teachers from the regular school program and in addition to draw teachers and lecturers from the best talent of the community. A growing number of teachers in classes for adults are professional and business leaders who are actively at work in the professions, trades, and arts which require mastery of the subjects they are employed to teach. They thus bring to the teaching job years of practical experience as well as technical training. The trend in adult education is definitely in the direction of employing more teachers with practical background and fewer teachers with a purely academic background.

Substantial progress is being made in the orientation and training of teachers for service in schools for adults. In addition to the usual university extension and summer school classes, there is now in operation a state-wide regional teacher-training program which provides credit-bearing courses in adult education. This program, sponsored jointly by the University of California Extension, the Bureau of Adult Education, and the several school districts, now offers four courses: Adult Education Methods, Psychology of Adult Learning, Community Organization in Adult Education, and Materials and Methods in Adult Education. One or more of the courses have been conducted in school districts in widely distributed locations. About fifteen hundred teachers have been enrolled.

¹ *Ibid.*, Section III, pp. 19-24.

Several distinctive features characterize these classes: they are offered where the teachers live and work; they are conducted in a few concentrated sessions held on Friday evenings and Saturdays so as to avoid interference with the teachers' work schedule; they are organized on a workshop basis with subgroup meetings set up according to teaching fields; they are taught by a staff of teachers and leaders drawn from University Extension, State Department of Education, and local administrators of adult education.

Another development in teacher training is the growing number of institutes for teachers of adults provided by offices of county superintendents of schools. The holding of these institutes is a recognition of the special teaching problems of teachers of adults.

EVALUATION IN ADULT EDUCATION

Adult education as an educational movement has arrived at a stage of growth and maturity at which the application of standards of evaluation is increasingly necessary. Perhaps the most effective evaluation procedure is that which is applied by the adult students themselves. Courses which do not meet the interests and needs of adults are quietly, quickly, and ruthlessly eliminated by nonattendance. The courses that survive this test must continue to improve, and it is a major responsibility of administrators and teachers to improve them.

Out of the last thirty years of experience there have emerged administrative practices, types of curriculums, methods of teaching, forms of class organization, outlines of courses, printed materials, and audio-visual aids that have proved highly effective in the successful operation of adult education programs. For example, we know that a program to succeed must have adequate administrative supervision. The old night school was merely an appendage of the day high school, supervised a few hours each week by a day high school teacher as an extra chore. A few hundred dollars was added to the teacher's regular pay for this minor service. Today, there are in California nearly two hundred schools for adults, each with a full or part-time principal. Time assignments for principals have been standardized, and salary rates are generally in harmony with administrative responsibilities.

While complete standardization of adult education curriculums throughout the State is certainly undesirable and unnecessary, there is emerging a generally accepted pattern of what constitutes an adequate and well-rounded adult education program. For many years the State Department of Education has had the responsibility of approving or disapproving schools and classes for adults, and this authority has been utilized to encourage school districts to develop a balanced program of courses that would include most of the general fields described above. With rare exceptions this goal has been reasonably well achieved in the districts having separate schools for adults.

Recent regulations adopted by the State Board of Education have as their purpose the application of additional standards of evaluation.¹ Enrollment and attendance procedures are strengthened, course outlines for all courses taught are required, and certain limitations are placed on classes in crafts and physical education. These limitations are designed to check any tendency that these classes might have to become recreational rather than instructional in nature. The adult education program accepts the responsibility of training adults in the skills required for participation in leisure-time activities. It does not propose to provide these activities, or to carry on instruction beyond the learning period after reasonable skills have been attained.

Further evidence of the development of evaluation techniques is indicated by the attention now being given to this aspect of the program by adult education agencies and associations. The United States Office of Education has just published a monograph on *Identifying Educational Needs of Adults*.² The Adult Education Association of the United States has a nation-wide Committee on Social Philosophy of Adult Education and another Committee on Evaluation of Adult Education. A west coast subcommittee of the latter committee recently held in Portland, Oregon, a five-day conference of adult education leaders on evaluation of adult education. These committees presented findings and recommendations at the meeting of the national convention of the Adult Education Association of the United States held in Los Angeles in October, 1951.

Out of these studies and conferences will come an adult education movement more conscious of its purposes, more critical of its deficiencies, and more capable of meeting its responsibilities.

ADULT EDUCATION AND PUBLIC RELATIONS

The Framework lists among "Other Problems Suggested" as challenges to action the following questions:

10. How can public understanding, approval, and support of newer practice in harmony with the purposes and objectives of public education in California be secured?
11. How may parents and other community members be brought into closer participation in the educational program?³

The answer is, in part, through adult education. Adults of the community who attend adult schools become friends of the entire school program. They want their children to have the best possible educational opportunities—opportunities which they may have missed. Through

¹ Amendments and additions to Title 5, Education, of the California Administrative Code affecting Sections 118 to 129.1, effective August 23, 1951.

² Homer Kempfer, *Identifying Educational Needs of Adults*. Circular No. 330. Washington 25: Office of Education, Federal Security Agency, 1951. Distributed by Superintendent of Documents, U. S. Government Printing Office.

³ *A Framework for Public Education*, p. 43.

actual participation these adults learn the values of education and the central place of the public school in our national, state, and community life.

Several times in recent years the adult citizens of California have been called upon to vote on measures which provide the legal bases for the financial support of public education in this State. These citizens have consistently supported constructive legislation by large popular majorities. It is impossible to measure the extent to which adult education contributed to this result, but it is known to have been substantial. The best way to interest adults in the public school system is to make them a part of it.

APPORTIONMENT OF STATE SCHOOL FUND, 1951-52

RALPH R. BOYDEN, *Chief, Bureau of School Accounts and Records*

The sum of \$226,325,534.81, constituting the principal apportionment of the State School Fund for the 1951-52, was certified by Superintendent of Public Instruction Roy E. Simpson to State Controller Thomas H. Kuchel on October 1, 1951. This amount is a minimum and does not include additional apportionments for growth in pupil attendance during the current year.

The apportionments for growth will be based on two reports to be filed with the Superintendent of Public Instruction by the governing board of each school district. The first report must be filed by January 15, 1952, and is to include the average daily attendance in the regular schools of the district for those full school months between July 1, 1951, and December 31, 1951. This interval is referred to as the "first period." The second report, for the "second period" which is the interval between the end of the last full school month of the first period and May 31 of the following year, must be filed by June 10, 1952. The Superintendent of Public Instruction will furnish the printed forms for making these reports.

Unlike the provisions for 1950-51, in which \$3,350,000 was allocated for "excessive" growth, no maximum is stipulated for this purpose in the current year.

The principal apportionment for 1951-52 is made up of the following amounts:

1. \$214,036,440.00—computed by multiplying the minimum amount of \$120 provided in the State Constitution "per pupil in average daily attendance" by the average daily attendance of pupils in the state during the preceding year, which totaled 1,783,637
2. \$ 4,885,072.84—for the excess expense of educating physically handicapped and mentally retarded minor pupils
3. \$ 2,378,330.30—new State aid for school transportation, which this year includes \$1,783,637.00 at the rate of \$1.00 per unit of a.d.a. for transportation (over and above the \$3,567,274.00 allocated from the constitutional minimum of \$120 per unit of a.d.a. at the rate of \$2.00 per a.d.a.) and an additional \$594,693.30 for special transportation of physically handicapped and mentally retarded minors

4. \$ 4,322,221.60—provided as an additional 15 per cent on equalization aid to elementary school districts
5. \$ 700,000.00—statutory additional sum for apportionments to high school districts
6. \$ 3,470.07—apportioned to rectify computations in the 1950-51 apportionment for growth (authorized by Chap. 1453, Statutes of 1951, Education Code Section 7190)

\$226,325,534.81—total principal apportionment for 1951-52

This principal apportionment provides for various purposes the amounts summarized in the following table. Figures for the preceding year are shown for comparison.

| <i>Apportionments</i> | <i>1951-52</i> | <i>1950-51</i> |
|--|-------------------------|-------------------------|
| To elementary school districts..... | \$155,508,529.09 | \$142,186,292.75 |
| To high school districts..... | 52,219,071.61 | 51,010,522.21 |
| To junior college districts..... | 10,412,261.84 | 10,902,196.77 |
| To county school service funds.. | 8,169,872.20 | 7,539,600.47 |
| To county tuition funds..... | 12,330.00 | 11,160.00 |
| To rectify deficiencies in apportionments for preceding year.... | 3,470.07 | ----- |
| | <u>\$226,325,534.81</u> | <u>\$211,649,772.20</u> |

No money is provided for emergency apportionments in 1951-52.

Average daily attendance figures for the various levels of the public school system in 1950-51 and 1949-50, including both graded and ungraded classes, and percentages of increase or decrease, may be summarized as follows:

| <i>School level</i> | <i>1950-51</i> | <i>1949-50</i> | <i>Percentage of increase or decrease</i> |
|---|----------------|----------------|---|
| Elementary school (kgtn.-grade 8) | 1,271,210 | 1,203,342 | 5.64 |
| High school (grades 9-12)..... | 422,321 | 420,548 | 0.42 |
| Junior college (grades 13-14)..... | 90,106 | 94,377 | -4.53 |
| Total average daily attendance (kgtn.-grade 14) | 1,783,637 | 1,718,267 | 3.80 |

The average daily attendance figures for 1950-51 used in the determination of amount and apportionment of the State School Fund for the fiscal year 1951-52 are summarized by counties in the following table. Percentages are shown of increase or decrease at each level and in county totals.

AVERAGE DAILY ATTENDANCE IN CALIFORNIA PUBLIC SCHOOLS, 1950-51, AS USED FOR PURPOSES OF
APPORTIONMENT OF STATE SCHOOL FUND, 1951-52, SUMMARIZED BY
COUNTIES ACCORDING TO SCHOOL LEVEL

| Countries | Elementary schools K-8, & Grades 1-3 | | High schools Grades 9-12 | | Junior colleges Grades 13-14 | | Total | | |
|----------------------|---|---|-----------------------------|---|---------------------------------|---|-------------------|--|---|
| | A.d.a. 1950-51 | Per cent increase or decrease from 1949-50 | A.d.a. 1950-51 | Per cent increase or decrease from 1949-50 | A.d.a. 1950-51 | Per cent increase or decrease from 1949-50 | A.d.a. 1950-51 | Amount of increase or decrease from 1949-50 | Per cent increase or decrease from 1949-50 |
| 1. Alameda..... | 79,203 | 5.09 | 28,614 | -2.59 | ----- | ----- | 107,817 | 3,073 | 2.83 |
| 2. Alpine..... | 32 | -8.57 | 12 | -14.29 | ----- | ----- | 44 | 5 | -10.20 |
| 3. Anadior..... | 1,290 | 6.78 | 642 | 16.30 | ----- | ----- | 1,902 | 170 | 9.82 |
| 4. Butte..... | 9,516 | 3.18 | 3,035 | 1.03 | ----- | ----- | 12,551 | 324 | 2.65 |
| 5. Calaveras..... | 1,428 | 3.48 | 397 | 5.03 | ----- | ----- | 1,825 | 67 | 3.81 |
| 6. Colusa..... | 1,651 | 1.04 | 607 | 3.41 | ----- | ----- | 2,258 | 37 | 1.67 |
| 7. Contra Costa..... | 46,845 | 9.11 | 12,256 | 3.06 | 1,840 | 709.00 | 60,941 | 5,885 | 10.69 |
| 8. Del Norte..... | 1,246 | 27.79 | 345 | 8.15 | ----- | ----- | 1,591 | 297 | 22.95 |
| 9. El Dorado..... | 2,229 | 4.55 | 597 | 9.74 | ----- | ----- | 2,826 | 150 | 5.61 |
| 10. Fresno..... | 43,843 | 2.70 | 12,726 | 3.26 | 1,781 | 5.45 | 58,350 | 1,645 | 2.90 |
| 11. Glenn..... | 2,504 | 0.52 | 775 | 0.13 | ----- | ----- | 3,279 | 14 | 0.43 |
| 12. Humboldt..... | 10,251 | 13.07 | 2,944 | 2.08 | ----- | ----- | 13,195 | 1,245 | 10.42 |
| 13. Imperial..... | 10,303 | -1.11 | 2,408 | 2.03 | 177 | -6.35 | 12,888 | 80 | -0.62 |
| 14. Inyo..... | 1,788 | 6.87 | 518 | 7.02 | ----- | ----- | 2,306 | 149 | 6.91 |
| 15. Kern..... | 37,716 | 2.84 | 11,411 | 2.47 | 1,680 | -8.05 | 50,807 | 1,170 | 2.36 |
| 16. Kings..... | 8,070 | 1.43 | 2,217 | 1.42 | ----- | ----- | 10,287 | 86 | 0.83 |
| 17. Lake..... | 1,485 | 0.34 | 528 | 8.87 | ----- | ----- | 2,013 | 48 | 2.44 |
| 18. Lassen..... | 2,896 | 2.59 | 931 | 4.49 | 207 | -22.18 | 4,034 | 54 | 1.36 |
| 19. Los Angeles..... | 456,253 | 5.28 | 159,715 | -1.70 | 46,316 | -2.94 | 662,284 | 18,697 | 2.91 |
| 20. Madera..... | 6,584 | 1.50 | 1,698 | -1.51 | ----- | ----- | 8,282 | 71 | 0.86 |
| 21. Marin..... | 9,565 | 8.48 | 3,042 | 1.39 | 2,497 | -5.31 | 15,104 | 565 | 3.89 |
| 22. Mariposa..... | 595 | 0.68 | 169 | -5.06 | ----- | ----- | 764 | 5 | -0.65 |
| 23. Mendocino..... | 5,843 | 12.45 | 1,703 | 10.80 | ----- | ----- | 7,546 | 813 | 12.07 |
| 24. Merced..... | 11,062 | 3.50 | 3,458 | 2.34 | ----- | ----- | 14,520 | 453 | 3.22 |
| 25. Modoc..... | 1,300 | 5.09 | 408 | 6.25 | ----- | ----- | 1,708 | 87 | 5.37 |
| 26. Mono..... | 211 | ----- | 37 | 64.17 | ----- | ----- | 248 | 13 | 5.53 |
| 27. Monterey..... | 16,700 | 5.52 | 5,208 | 2.26 | 1,447 | -8.88 | 23,355 | 848 | 3.77 |
| 28. Napa..... | 4,822 | 7.68 | 1,575 | 3.08 | 674 | 9.59 | 7,071 | 450 | 6.80 |
| 29. Nevada..... | 2,408 | 0.38 | 736 | 1.94 | ----- | ----- | 3,144 | 23 | 0.74 |
| 30. Orange..... | 29,479 | 8.78 | 9,135 | 4.08 | 3,396 | -11.98 | 42,010 | 2,275 | 5.73 |

| | | | | | | | | | |
|--------------------------|-----------|-------|---------|-------|--------|-------|-----------|--------|-------|
| 31. Placer..... | 5,885 | 4.31 | 1,918 | 5.15 | 945 | 11.05 | 8,448 | 419 | 5.22 |
| 32. Plumas..... | 2,059 | 1.15 | 515 | 5.53 | 1,204 | 9.95 | 2,374 | 3 | 0.12 |
| 33. Riverside..... | 23,509 | 1.07 | 7,182 | 0.10 | 3,366 | 9.10 | 31,895 | 122 | 0.38 |
| 34. Sacramento..... | 35,237 | 10.06 | 10,430 | 4.04 | 64 | 5.88 | 49,033 | 3,289 | 7.19 |
| 35. San Benito..... | 1,634 | 0.99 | 665 | 0.15 | 3,372 | 10.27 | 2,363 | 13 | 0.55 |
| 36. San Bernardino..... | 41,455 | 6.06 | 13,650 | 2.02 | 1,848 | 28.84 | 58,477 | 2,253 | 4.01 |
| 37. San Diego..... | 66,121 | 10.75 | 23,035 | 1.92 | 4,983 | 20.09 | 91,004 | 6,103 | 7.19 |
| 38. San Francisco..... | 49,748 | 2.48 | 23,620 | 3.62 | 2,349 | 11.02 | 78,351 | 937 | 1.18 |
| 39. San Joaquin..... | 26,534 | 5.49 | 8,164 | 0.23 | 161 | 41.45 | 37,047 | 1,109 | 3.09 |
| 40. San Luis Obispo..... | 7,079 | 9.01 | 2,478 | 5.54 | 2,308 | 4.67 | 9,718 | 601 | 6.59 |
| 41. San Mateo..... | 30,543 | 14.53 | 7,724 | 7.03 | 1,294 | 5.41 | 40,575 | 4,269 | 11.76 |
| 42. Santa Barbara..... | 11,828 | 7.07 | 4,034 | 0.32 | 559 | 0.84 | 16,421 | 762 | 4.87 |
| 43. Santa Clara..... | 38,518 | 9.68 | 12,060 | 6.92 | 317 | 35.63 | 51,872 | 4,168 | 8.74 |
| 44. Santa Cruz..... | 7,621 | 4.78 | 2,918 | 1.46 | 645 | 8.48 | 10,539 | 390 | 3.84 |
| 45. Shasta..... | 6,186 | 6.43 | 2,159 | 15.33 | 1,349 | 2.75 | 8,662 | 978 | 12.73 |
| 46. Sierra..... | 416 | ----- | 114 | 1.79 | 2,089 | ----- | 830 | 2 | 0.38 |
| 47. Siskiyou..... | 4,501 | 3.64 | 1,515 | 0.20 | 675 | ----- | 6,016 | 161 | 2.75 |
| 48. Solano..... | 14,097 | 8.33 | 4,119 | 0.99 | 645 | 35.63 | 18,861 | 686 | 3.77 |
| 49. Sonoma..... | 12,510 | 7.81 | 4,387 | 5.00 | 1,349 | 8.48 | 18,246 | 990 | 5.74 |
| 50. Stanislaus..... | 19,661 | 3.20 | 6,067 | 2.64 | 2,089 | 2.75 | 27,817 | 821 | 3.04 |
| 51. Sutter..... | 4,085 | 1.79 | 1,359 | 1.19 | ----- | ----- | 5,444 | 88 | 1.64 |
| 52. Tehama..... | 2,801 | 1.27 | 1,000 | 6.84 | ----- | ----- | 3,801 | 99 | 2.67 |
| 53. Trinity..... | 693 | 9.83 | 191 | 17.18 | ----- | ----- | 884 | 90 | 11.34 |
| 54. Tulare..... | 25,529 | 3.46 | 7,246 | 1.24 | 1,299 | 1.74 | 34,074 | 849 | 2.43 |
| 55. Tuolumne..... | 1,661 | 0.91 | 550 | 1.61 | ----- | ----- | 2,211 | 6 | 0.27 |
| 56. Ventura..... | 15,518 | 6.08 | 4,543 | 8.44 | 1,264 | 6.85 | 21,625 | 1,174 | 5.74 |
| 57. Yolo..... | 5,281 | 3.35 | 1,554 | 2.51 | ----- | ----- | 6,835 | 209 | 3.15 |
| 58. Yuba..... | 3,712 | 1.42 | 977 | 3.17 | 675 | 14.06 | 5,364 | 96 | 1.76 |
| State totals..... | 1,271,210 | 5.64 | 422,321 | 0.42 | 90,106 | 4.53 | 1,783,637 | 65,370 | 3.80 |

DEPARTMENTAL COMMUNICATIONS

DIVISION OF PUBLIC SCHOOL ADMINISTRATION OFFICE OF SCHOOL PLANNING

CHARLES BURSCH, *Assistant Division Chief*

EXPEDITING APPROVAL OF SCHOOL PLANS

The State Division of Architecture advises that approval of plans for school buildings under the Field Act (Education Code Sections 18191-18205) will be expedited in cases where the Division of Architecture is informed by the school district of favorable action by the National Production Authority on a request for allotments of scarce materials for a school construction project. It is therefore recommended that school districts report promptly to the State Division of Architecture any favorable action by the National Production Authority on allotments for any building during the period when plans and specifications for that building are in the hands of the Division of Architecture for review and approval.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

CORRECTIONS IN AUGUST, 1951, LIST OF HIGH SCHOOL TEXTBOOKS¹

The names of publishers of high school textbooks were erroneously indicated in two instances in the August, 1951, *List of High School Textbooks*. In the entries the publishers should have been indicated as follows:

Page 52, line 13 (Psychology)

Crow & Crow, *Learning to Live with Others* (1944) — Heath (instead of World)

Page 56, Lines 28-29 (Automotive Mechanics)

Venk, *Automotive Engines: Maintenance*

and Repair (1951) — Amer. Tech. (instead of American)

¹ *List of High School Textbooks*, Bulletin of the California State Department of Education, Vol. XX, No. 8, August, 1951.

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since the most recent publication of the list,¹ in August, 1951:

| AGRICULTURE | | Prices | |
|--|----------|--------|----------|
| | | New | Exchange |
| Poultry Husbandry | | | |
| Jull, <i>Successful Poultry Management</i> , second edition (1951) _____ | McGraw | \$2.88 | _____ |
| BUSINESS SUBJECTS | | | |
| Bookkeeping and Accounting | | | |
| Jackson, <i>Accounting Principles</i> , third edition (1951) _____ | Gregg | 4.60 | \$4.49 |
| Mayne & Crowningshield, <i>Accounting for Secretaries</i> (1951) _____ | Gregg | 2.40 | 2.34 |
| Business Arithmetic | | | |
| Rosenberg, <i>Essentials of Business Mathematics: Principles and Practice</i> , fifth edition (1951) _____ | Gregg | 1.57 | 1.53 |
| Business Machines | | | |
| Comptometer Course for Business Training (1951) _____ | Felt | 2.80 | _____ |
| Stenography | | | |
| Gregg, Leslie & Zoubek, <i>Gregg Speed Building Simplified, One-Year Course</i> (1951) _____ | Gregg | 2.30 | 2.25 |
| ENGLISH | | | |
| Composition, Grammar, and Rhetoric | | | |
| Braun, <i>Laugh and Learn Grammar</i> (1950) _____ | Wagner | 1.44 | _____ |
| McKee & Others, <i>Mastering Your Language</i> [grade 7] (1951) _____ | Houghton | 1.76 | 1.66 |
| McKee & Others, <i>Perfecting Your Language</i> [grade 8] (1951) _____ | Houghton | 1.80 | 1.70 |
| FRENCH | | | |
| Cru & Guinnard, <i>Le Français Moderne</i> (1951) _____ | | | |
| Livre I: Edition 2° _____ | | 2.18 | 2.04 |
| Livre II _____ | | 2.56 | 2.40 |
| MATHEMATICS | | | |
| Algebra | | | |
| Hart, <i>A Second Course in Algebra</i> , second edition, enlarged (1951) _____ | Heath | 1.92 | 1.80 |
| Trigonometry—Plane and Spherical | | | |
| Brooks & Schock, <i>Trigonometry for Today</i> (1951) _____ | Harper | 2.37 | 2.22 |
| Vocational Mathematics | | | |
| Axelrod, <i>Machine Shop Mathematics</i> , second edition (1951) _____ | McGraw | 2.88 | _____ |
| Palmer & Bibb, <i>Practical Mathematics, Part IV, Trigonometry and Logarithms</i> , fifth edition (1951) _____ | McGraw | 2.08 | _____ |

¹ List of High School Textbooks, Bulletin of the California State Department of Education, Vol. XX, No. 8, August, 1951.

| MUSIC | | Prices | |
|---|----------|--------|----------|
| | | New | Exchange |
| Music Appreciation | | | |
| Stringham, <i>Listening to Music Creatively</i> (1946)..... | Prentice | \$3.20 | _____ |

| SOCIAL STUDIES | | | |
|--|---------|------|--------|
| Civics and Citizenship | | | |
| Bard & Manakee, <i>Active Citizenship</i> (1951)..... | Winston | 2.75 | \$2.68 |
| Ivey, Breland & Demerath, <i>Community Resources</i> (1951)..... | Winston | 2.05 | 2.00 |

| | | | |
|---|-------------|------|-------|
| Psychology | | | |
| Foster, <i>Psychology for Life Adjustment</i> (1951)..... | Amer. Tech. | 2.40 | _____ |

| VOCATIONAL AND TECHNOLOGICAL TRAINING | | | |
|--|--------|------|-------|
| Automotive Mechanics | | | |
| Crouse, <i>Automotive Mechanics</i> , second edition (1951)..... | McGraw | 3.68 | _____ |

| | | | |
|---|-------------|------|-------|
| Electricity | | | |
| McDougal & Graham, <i>Small Non-Commutator Motors</i> (1951)..... | Amer. Tech. | 3.40 | _____ |

| | | | |
|--|--------|------|-------|
| Handicrafts | | | |
| Walton, <i>Plastics for the Home Craftsman</i> (1951)..... | McGraw | 2.75 | _____ |

REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since the most recent publication of the list, in August, 1951, to replace editions previously listed.

| BUSINESS SUBJECTS | | | |
|---|--------|--------|--------|
| Salesmanship, Merchandising, and Retailing | | | |
| Wingate, Gillespie & Addison, <i>Know Your Merchandise</i> , revised edition (1951)..... | Harper | \$3.17 | \$2.97 |

| MATHEMATICS | | | |
|---|--------------|------|------|
| Algebra | | | |
| Hart, <i>A First Course in Algebra</i> , second edition (1951)..... | Heath | 1.82 | 1.71 |
| Civics and Citizenship | | | |
| Muthard, Hastings & Gosnell, <i>Democracy in America</i> , fifth edition (1951)..... | Van Nostrand | 2.08 | 2.03 |

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Rights of County With Respect to Assignment of "Christmas Tree" Funds to School Districts

The board of supervisors of a county in assigning to a school district funds allocated to the county under the Construction and Employment Act (D. A. 6447; Chapter 20, Statutes 1946, First Extra. Session, as amended) may fix the time within which the district must make application to the State Allocation Board for such funds and may subsequently extend such time. (AGO 51-87; 18 Ops. Cal. Atty. Gen. 76.)

Employment of Minors

The Education Code and the Labor Code each contain provisions governing the employment of minors and each must be consulted to determine whether a particular employment of a minor is legal.

The effect of the amendment of Labor Code Section 1394 by Chapter 1019, Statutes of 1951, is to prohibit a minor under sixteen years of age and working in agriculture, horticulture, viticulture, and domestic labor from engaging in dangerous tasks forbidden by Labor Code Sections 1292, 1293, and 1294, unless such minor is performing work for or under the control of his parent or guardian and on or in connection with premises owned, operated, or controlled by the parent or guardian. Under Education Code Section 16683 a minor may perform agricultural work for his parent or guardian on premises owned, operated, or controlled by the parent or guardian without any permit to work or permit to employ being required.

Said Chapter 1019, which amends Sections 1394 and 1395 of, and adds Section 1394.5 to, the Labor Code has no effect upon the provisions of the Education Code.

Baby sitting, lawn mowing, and leaf raking when done at a home where such chores would ordinarily be performed by minors do not constitute

work in a "place of employment" within the meaning of the term as used in Labor Code Section 1290.

Farmers may employ a minor during school vacation when the minor if required by law to possess such a permit has a work or vacation permit validly issued under the Education Code, except that a minor under 16 years of age who is not his child or a ward may not be assigned to work prohibited by Labor Code Sections 1292, 1293, and 1294. (AGO 51-145, 18 Ops. Cal. Atty. Gen. 114.)

**Insurance Coverage of County Hospital Nursing Trainees
Under Training Program Involving a Junior College**

Where a county hospital maintains a training program leading to a vocational nurse's certificate and comprising a course of instruction at a public junior college together with certain services at the hospital for which services trainees are paid, the trainees are employees of the county hospital for the purposes of workmen's compensation (Labor Code Section 3351). The benefits available to a trainee under the workmen's compensation law (Labor Code Sections 3201 et seq.) may be supplemented by group accident and health insurance procured by the county under Government Code Sections 53200-53207. There is no insurance which the district maintaining the junior college can carry which could supplement the benefits a trainee might be entitled to under the workmen's compensation law. Any liability of the district as to a trainee would be the same as its liability to any student and exists independently of insurance. (AGO 51-170, 18 Ops. Atty. Gen. 131.)

FOR YOUR INFORMATION

AMERICAN EDUCATION WEEK, November 11-17

The general theme for the observance of American Education Week, 1951, is "Unite for Freedom." This annual observance is sponsored jointly by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers. Special materials have been prepared by the sponsors to assist school and community leaders in conducting meaningful programs during the week of November 11 to 17. These include a manual of general suggestions, posters, fact sheets, leaflets, invitations and stickers; plays, radio scripts, radio recordings, movie trailers; mimeograph stencils and printer's mats for preparing announcements and advertisements. These helps are available at nominal prices from the National Education Association, 1201 Sixteenth Street N. W., Washington 6, D. C.

In establishing American Education Week in 1921, the founders recommended that "an educational week be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure their co-operation in meeting these needs." The founders were motivated by the startling disclosures of the first world war draft, in which 25 per cent of the men examined were found to be illiterate and 29 per cent physically unfit for military service. The original purposes have been broadened during the years in terms of changing needs, but the extension of health programs and educational opportunity continue to be basic aims.

The annual observance is distinguished by two broad action programs: *school visitation* and *educational interpretation*. The public is reminded of the fundamental place of education in our country. Opportunities are provided for seeing the schools in action, discussing trends and developments, bringing the schools closer to the people, and engendering greater "grassroots" concern for the wellbeing of the schools.

Daily topics featured throughout the observance of American Education Week in 1951 are the following:

| | |
|------------------------|-----------------------------|
| Sunday, November 11 | Our Faith in God |
| Monday, November 12 | Schools and Defense |
| Tuesday, November 13 | Schools Keep Us Free |
| Wednesday, November 14 | Education for the Long Pull |
| Thursday, November 15 | Teaching the Fundamentals |
| Friday, November 16 | Urgent School Needs |
| Saturday, November 17 | Home-School-Community |

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A calendar of educational meetings and events for the school year 1951-52 was published in the September issue of *California Schools*. Additions to the list of events, and corrections or additional information about those already listed will be published from time to time in these pages. Notices of the following meetings have been received since the October issue went to press.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1951-52

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|--------------------|---|---|
| November 2-3, 1951 | Audio-Visual Association of California, Southern Section, Fall Meeting | Los Angeles Harbor Junior College, Wilmington |
| November 15 | California Association of Public School Business Officials, San Diego-Imperial Section | El Centro |
| December 13 | California Association of Public School Business Officials, San Diego-Imperial Section | San Diego |
| January 17, 1952 | California Association of Public School Business Officials, San Diego-Imperial Section | San Diego |
| February 14 | California Association of Public School Business Officials, San Diego-Imperial Section | San Diego |
| February 19 | Credential Regulations Workshop | Sacramento |
| February 21 | Credential Regulations Workshop | Oakland |
| February 26 | Credential Regulations Workshop | Los Angeles |
| February 28 | Credential Regulations Workshop | Fresno |
| March 20 | California Association of Public School Business Officials, San Diego-Imperial Section | Tijuana, Mexico |
| March 31-April 3 | National Vocational Guidance Association, Annual Convention | Los Angeles |
| April 11-12 | Audio-Visual Association of California, Southern Section, Spring Meeting | to be announced |
| April 17 | California Association of Public School Business Officials, San Diego-Imperial Section | San Diego |
| April 23-26 | California Association of Public School Business Officials, Annual Convention | Coronado |
| May 12-16 | State Department of Education, Division of Instruction, joint meeting with staffs of Teacher-Education Institutions | Chico and Fresno |
| May 15 | California Association of Public School Business Officials, San Diego-Imperial Section | San Diego |
| June 19 | California Association of Public School Business Officials, San Diego-Imperial Section | San Diego |

CALIFORNIA CONGRESS OF PARENTS AND TEACHERS PROGRAM OF LOANS, SCHOLARSHIPS, AND FELLOWSHIPS FOR 1952-53

The California Congress of Parents and Teachers has allocated a total of \$79,757.00 for its 1952-53 program of loans, scholarships, and fellowships for students and teachers. Funds for these projects are derived from the sale of Honorary Life Memberships by the 2,680 parent-teachers associations in California.

Information and application blanks for the awards described in the following paragraphs, unless otherwise indicated, can be obtained by addressing the state headquarters, California Congress of Parents and Teachers, Inc., 322 West Twenty-first Street, Los Angeles 7, California.

STUDENT LOANS

Loans without interest charges are available to students above the high school level to further their education. The total amount lent to any one student may not exceed \$1,200, which is available at the rate of \$150 per semester. Student loans are granted on the basis of financial need, high character and personality rating, and satisfactory scholastic record of applicants. Students in junior colleges, colleges, and universities are eligible to apply, as well as high school graduates who desire training in hospitals, business schools, specialized trade schools, or other vocational schools.

SCHOLARSHIPS

Teacher-Education Scholarships. A scholarship of \$300 for one year will be available for an elementary-credential candidate in each of the 12 State-supported teacher-education institutions in California during 1952-53. One such scholarship will be granted in each of the four non-State supported institutions which trained more than 100 elementary school teachers in 1950-51, namely, College of the Pacific, Occidental College, University of Southern California, and Whittier College. A bonus scholarship will also be granted in each of the eight institutions that trained more than 200 elementary school teachers during 1950-51, namely, Los Angeles State College of Applied Arts and Sciences, Sacramento State College, San Francisco State College, San Jose State College, University of California (Berkeley), University of California (Los Angeles), University of Southern California, and Whittier College.

These scholarship awards are granted at the junior, senior, or graduate levels to students being trained to teach in the elementary public schools of California. To be considered for one of these awards, the candidate must apply directly to the scholarship committee at one of the institutions mentioned in the preceding paragraph.

Special Education Scholarships for 1952 Spring Semester. Sixteen scholarships of \$50.00 each will be offered at Los Angeles State College of Applied Arts and Sciences for study in the field of special education during the spring semester of 1952. To be considered for one of these awards, the candidate must apply to the scholarship committee at Los Angeles State College.

Scholarships in Schools of Nursing. Scholarships of \$100 each will be offered in each of the 41 accredited schools of nursing in California. These grants will be awarded at the discretion of authorized administrators in each school in accordance with stipulations for their use as specified by the California Congress of Parents and Teachers. Students desiring information regarding these scholarships should address the schools of nursing.

Scholarships in Counseling and Guidance. Twenty scholarships of \$150 each will be available to teachers for summer study in the field of counseling and guidance in 1952. These awards may be used for advanced study in any one of several specified institutions within the state offering such courses. Application forms will be available after January 1, 1952, and must be filed by March 1, 1952.

FELLOWSHIPS

Special Education Fellowships of \$750 each will be offered in 1952-53 for the training of teachers of handicapped children. Fellowships are for one year's advanced study in any field of special education at any accredited school in California. Recipients must have prerequisites which will permit them to secure, at the close of the year's training for which the fellowship was granted, a teaching credential in the chosen field of study. The fellowships also carry a commitment, upon completion of the study, to teach in the field of special education for a period of two years in the public schools of California.

Application forms for these fellowships will be ready after January 1, 1952, and must be filed by March 1, 1952.

LOANS FOR TEACHERS OF DEAF AND HARD-OF-HEARING CHILDREN

Ten loans of \$100 each, financed from the Annie Bean Fund, will be available for summer study in 1952 in the field of teaching deaf and hard-of-hearing children in any accredited institution giving such special courses. Each such loan shall be secured by a non-interest bearing note signed by the recipient and shall be repaid in full before the end of the school year following the summer study.

STRIP FILM—"OUR CHILDREN MUST SURVIVE"

The State Office of Civil Defense wishes to direct the attention of school personnel to a specially made strip film, "Our Children Must Survive," which it is hoped will receive wide showing this year in the schools of California. The filmstrip pictorializes the principal points of *Survival Under Atomic Attack*, the official federal and state civil defense pamphlet. The script was prepared and the film produced under the direction of the Public Information and Education Division of the State Office of Civil Defense, with the co-operation of the Bureau of Audio-Visual Education of the State Department of Education and the Sacramento City Unified School District. Students in Sacramento schools voluntarily served as actors.

The original title of the strip, "That They May Live," has since been changed to "Our Children Must Survive." Prints of the filmstrip may be obtained from Stillfilm Incorporated, 171 South Los Robles Avenue, Pasadena 5, California, at the standard price of \$1.50 each.

TEACHER'S PACKET ON KOREA

The customs, religion, folklore, songs, and games of the Korean people are treated in a packet of materials which is available to teachers without charge. Information is included regarding the geography of the country

and its history in modern times prior to the present conflict. Requests for the packet should be addressed to the Korean Pacific Press, 1620 I Street, Northwest, Washington 6, D. C.

ACCIDENTS IN PUPIL TRANSPORTATION¹

More than 4,600 school buses are operated by or for California public schools, transporting approximately 290,000 pupils daily. The accident rate is low, attesting to the fact that school districts are making every effort to provide pupils with safe transportation. Nevertheless, one pupil was killed and 62 were injured during the 1950-51 school year in accidents incident to transporting pupils between home and school. Continual vigilance is necessary to promote safer transportation.

The fatal accident occurred in Trinity County. The pupil was killed while crossing the highway after being discharged from a school bus. Fourteen similar accidents with injury to fourteen pupils occurred in twelve other counties, two each in Alameda and Sacramento Counties, and one each in the following counties: Contra Costa, Fresno, Kern, Los Angeles, Mendocino, Napa, Riverside, San Joaquin, Sonoma, and Stanislaus.

Forty-eight pupils were injured in accidents occurring while pupils were in the bus.

There were reported 175 additional school bus accidents which involved property damage only.

ESSAY CONTEST—"AMERICA IS EVERYBODY'S BUSINESS"

The seventeenth annual national essay contest for high school students which is being sponsored in 1951-52 by the Ladies Auxiliary of the Veterans of Foreign Wars of the United States carries a first prize of \$1,000 cash and a gold medal. Other prizes range from \$500 to \$50 each. The essays submitted in this competition are to be on the subject, "America Is Everybody's Business." They may not exceed 1,000 words in length, and must reach contest headquarters not later than April 1, 1952. Full information about contest rules is available in a leaflet published by the National Headquarters of the Auxiliary at 406 West Thirty-fourth Street, Kansas City 2, Missouri.

¹ Statistics supplied by the California Highway Patrol.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION. *Third Yearbook, 1950*. Oneonta, New York: Published by the Association (Charles W. Hunt, Secretary, State Teachers College), 1950. Pp. 234. \$1.50.

———. *Fourth Yearbook, 1951*. Oneonta, New York: Published by the Association (Charles W. Hunt, Secretary, 11 Elm St.), 1951. Pp. 160. \$1.50.

BATHURST, EFFIE G. *How Children USE Arithmetic*. Office of Education Bulletin 1951, No. 7. The Place of Subjects Series. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 14. \$0.15.*

BLACKWOOD, PAUL E. *How Children Learn to Think*. Office of Education Bulletin 1951, No. 10. The Place of Subjects Series. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. iv + 20. \$0.15.*

Developing Discussion in School and Community. A Workshop Report. Form Lg. 60. Columbus 15, Ohio: Junior Town Meeting League (400 S. Front St.), 1951. Pp. 32. Available upon request.

EDUCATION DIRECTORY, 1950-51, Part I: *Federal Government and States*. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. 50. \$0.15.*

KILANDER, H. F. *Health Instruction in the Secondary Schools: An Inquiry into Its Organization and Administration*. Pamphlet No. 110. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. iv + 20. \$0.10.*

LOUTTIT, C. M.; HABBERTON, W.; and MCCRIMMON, J. M. *Open Door to Education: Galesburg Undergraduate Division, University of Illinois, 1946-1949*. Urbana, Illinois: University of Illinois Press [n. d.] Pp. viii + 72.

NEUGARTEN, BERNICE L. *How You Grow*. Sketches by Lucy Ozone. Junior Life Adjustment Booklet. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1951. Pp. 40. \$0.40; 3 for \$1.

Offerings and Enrollments in High-School Subjects, 1948-1949. Chapter 5, Biennial Survey of Education in the United States, 1948-50. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 118. \$0.30.*

A Prospectus for the Professional Preparation of Recreation Personnel. Prepared with the assistance of the Subcommittee on Professional Preparation of Recreation Personnel. Publication 11. Sacramento: State of California Recreation Commission, June, 1951. Pp. 78. \$0.75 plus sales tax. Sold by Printing Division, Documents Section, 11th and O Sts., Sacramento 14.

* For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Recreation for Older People in California. Prepared in collaboration with American Women's Voluntary Services of California, Inc., and the Department of Physical Education, University of California, Los Angeles. Illustrated by Elise Mannel. Publication 14. Sacramento: State of California Recreation Commission, October, 1951. Pp. 68. \$0.50 plus sales tax. Sold by the Printing Division, Documents Section, 11th and O Sts., Sacramento 14.

ROSS, HELEN. *Fears of Children.* Better Living Booklet for Parents and Teachers. Illustrated by Janet La Salle. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1951. Pp. 48. \$0.40; 3 for \$1.

STORY, ROBERT C. *Residence and Migration of College Students, 1949-50.* Misc. No. 14. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 62. \$0.35.*

Summaries of Studies in Agricultural Education. An Annotated Bibliography of Studies in Agricultural Education with Classified Subject Index. Supplement No. 4 to Vocational Division Bulletin No. 180, prepared by the Research Committee of the Agricultural Education Section, American Vocational Association. Vocational Division Bulletin No. 246, Agricultural Series No. 61. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. iv + 48. \$0.20.*

TOMPKINS, ELLSWORTH. *The Activity Period in Public High Schools.* Statistical tables prepared by Robert C. Story. Office of Education Bulletin 1951, No. 19. Washington 25: Office of Education, Federal Security Agency, 1951. Pp. vi + 18. \$0.15.*

Vitalizing Secondary Education. Report of The First Commission on Life Adjustment Education for Youth. Office of Education Bulletin 1951, No. 3. Washington 25: Office of Education, Federal Security Agency, 1951, Pp. vi + 106. \$0.30.*

* For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.